ON05867

Final Report

Projet Sans frontières

(1990)

Report prepared by :

Lise Gadoury
Project Coordinator

Viviane Fréchette
Resource-person

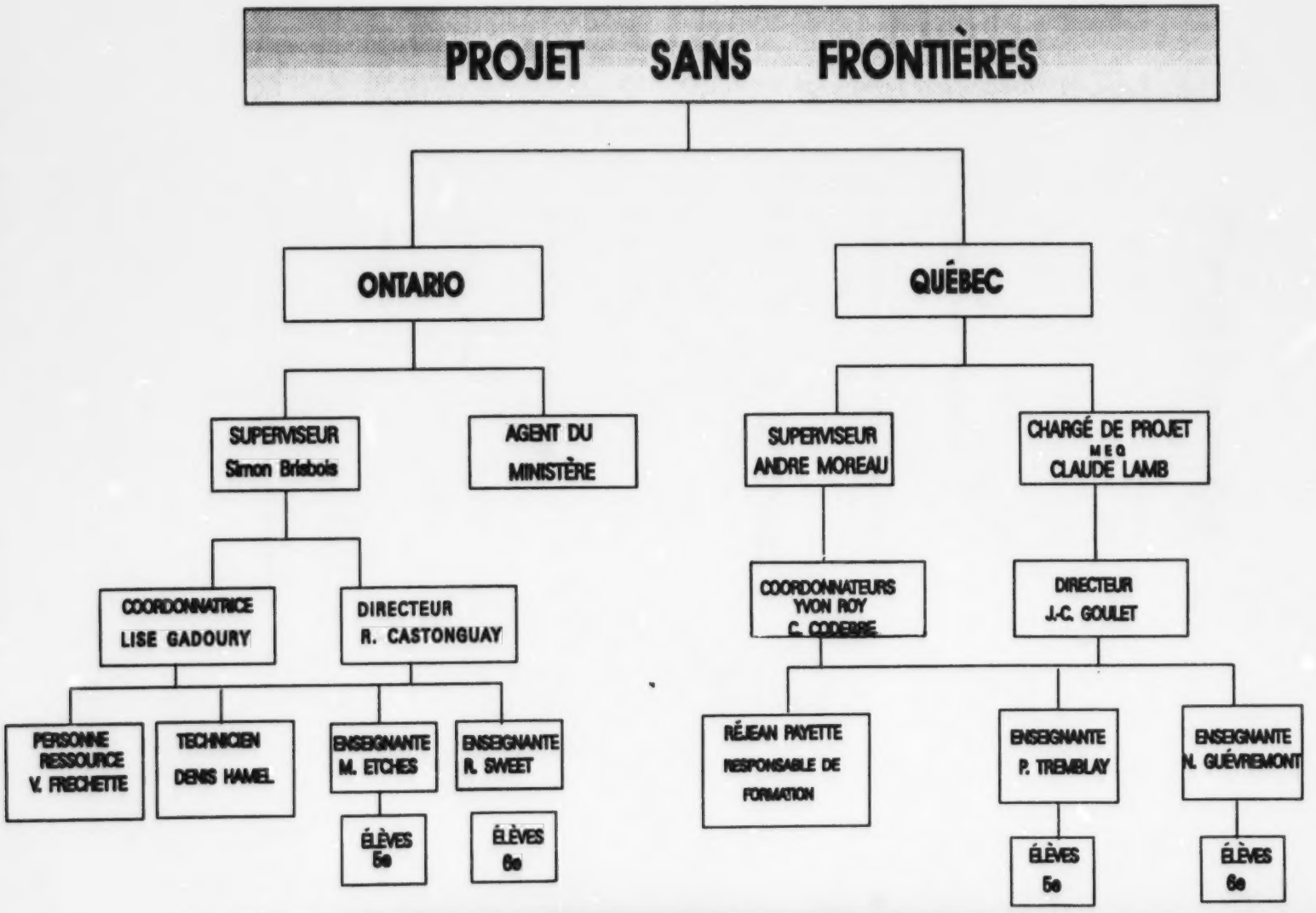
Supervision : Simon Brisbois
Superintendent of Education

Unique

Conseil des écoles séparées catholiques du district de Nipissing

92-06367/

ORGANIGRAMME DU PROJET ONTARIO-QUEBEC



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PREAMBLE

Phase one of the "Projet Sans frontières" reflects tremendous educational and technological changes taking place in the classroom.

Teachers had to become familiar with computers, telecommunications , software and peripherals. They use them as well as integrate them into the educational objectives of the curriculum. Pupils learned to communicate their thoughts, ideas and opinions in a new and creative way through interaction with this new technology. Frequent exchanges as well as a field trip helped define their own culture and view of the world.

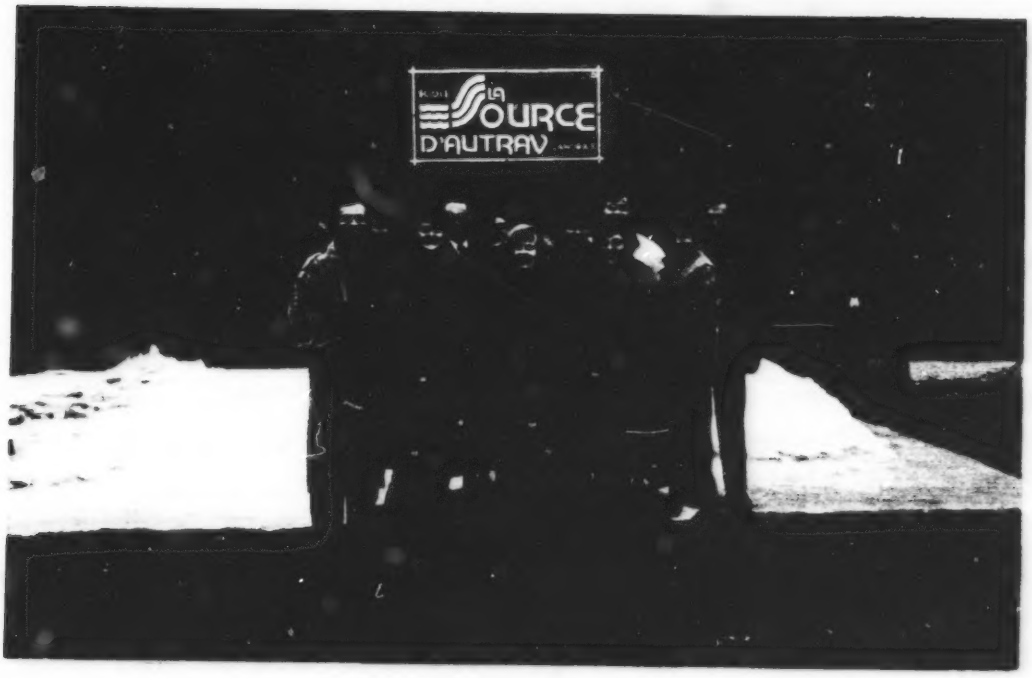
Technology is changing at an increasingly rapid rate. Through learning to use its various elements, participants of the "Projet Sans frontières" are getting ready for the future.

This report reveals a project in evolution; the staff involved in the project gives an account of its successes, of difficulties encountered, and offers recommendations deemed necessary to improve it further.

Description :

The "Projet Sans frontières", an initiative of the Ministry of Education attempts to further reduce the frontiers of pedagogy. The project was realized through the twinning of a Grade five class and a Grade six class from the "Conseil des écoles séparées catholiques du district de Nipissing" - French section - with similar classes from the "Commission scolaire Berthier-Nord-Joli" from the province of Quebec.

Projet Sans frontières team members (June 1990)

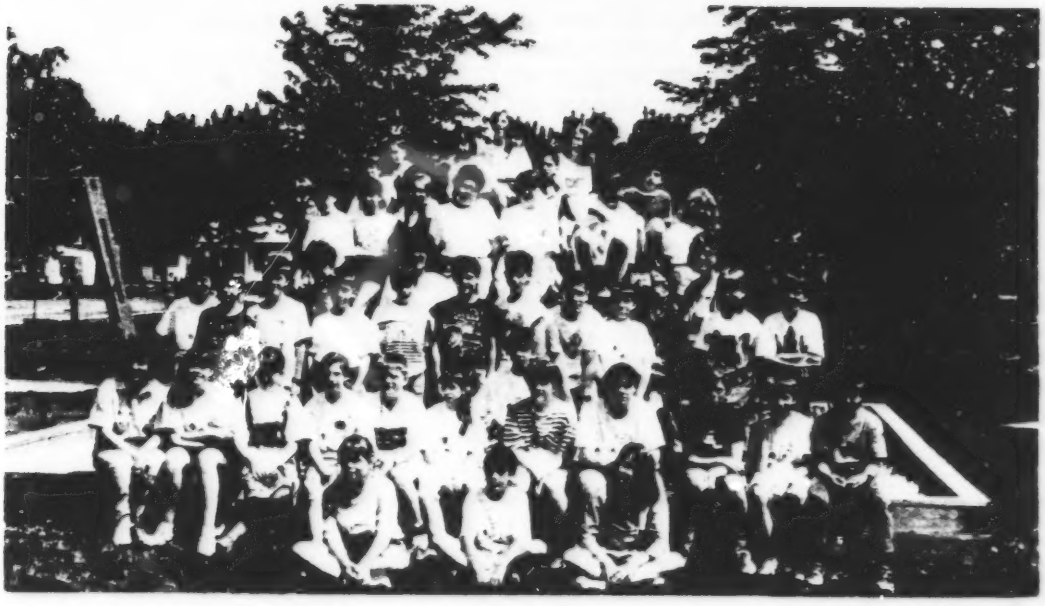


Front row : (left to right)
M. Jean-Claude Goulet, Mme Viviane Fréchette,
Mme Nicole Guévremont, Mme Aline Lalonde, Mme Murielle Etches.

Back row :
Mme Pierrette Tremblay, M. Richard Castonguay,
Mme Raymonde Sweet, Mme Lise Gadoury, M. Yvon Roy,
M. Réjean Payette.

Participating classes from St-Raymond and La Source d'Autray schools.

Grade five students (June 1990)



Grade six students (June 1990)

EVALUATION OF OBJECTIVES 8

1.	**Give francophone pupils from different Canadian backgrounds an opportunity to form bonds which will promote and strengthen their culture.**

Throughout the project's first year, cultural bonds were established by participants with their counterparts in the other province through frequent communications. Pupils realized that in spite of regional differences, they shared the same interests, tastes, and even sometimes family ties. This seemed to lead to an improved appreciation of their Franco-Ontarian cultural heritage.

2.	**Promote in pupils the development of human brotherhood values and attitudes which go beyond geographical, cultural, ethnic and political frontiers.**

Telecommunication exchanges and the trip to Lanoraie (P.Q.) gave pupils an opportunity to acknowledge the geographical, cultural, ethnic and political differences and similarities between the two provinces. The open mindedness and sense of brotherhood developed among participants during the project made exchanges easier in spite of the tense political climate of 1990.

3. Develop and experience new pedagogical approaches utilizing micro-computers and telecommunications in the classroom.

Through the frequent and regular use of computers and telecommunications in the classroom, teachers were able to give pupils relevant and true to life experiences. Thus, for the learner, this technology becomes an important tool in his learning process. With its adaptability and breadth, it offers pupils problem-solving situations, opportunities for research, and varied ways to express their creativity and ingenuity. With this approach, the teacher's role becomes one of facilitator. Telecommunications transcend subjects and school divisions.

4. Facilitate the exchange of expertise in the use of computers and telecommunications in the classroom between educators of both provinces.

By comparing their curriculum teachers identified common objectives and teaching criteria. As a result French would be the vehicle of communication, and Social Sciences the pretext. It was decided to use **IRIS**, the electronic billboard of the Quebec Ministry of Education, **ITERM III** and **Telematique** as communication software. Intervenors in both provinces benefited from exchanges of technical and teaching expertise. Thanks to the commitment and willingness of members of both teams, the pedagogical spinoffs exceeded the project's expectations.

5.	**Share the project's experiences with the educational organizations concerned, and with other school boards in the province.**

This report provides for the exchange of our experiences with the educational organizations concerned. The project was also shared with other school boards at a workshop during the APPUIE Conference.

EVALUATION OF THE IMPLEMENTATION PLAN

SEPTEMBER TO DECEMBER 1990

Stages	Participants	Timeline	Ways and Means
1. Update communication software	Lise Gadoury Denis Hamel	Mid-Sept/90	-Consultation -Installation

With the upgrade, instructions and menus are available in French, and exiting the program is made easier.

Recommandation *: That the communication software used on ICONs be ITERM III, version 9.50.*

2. Information to parents of both classes	Murielle Etches Raymonde Sweet	Sept. 26/90	-Outlining course of study and the "Sans frontières" project to parents

This meeting allowed us to fully explain the project to parents of involved pupils, thus ensuring their support and encouragement.

Stages	Participants	Timeline	Ways and Means
3. Planning and holding a third interprovincial meeting in Ottawa	Lise Gadoury Viviane Fréchette Claude Lamb Jean-Claude Goulet	Oct./90	-Phone consultation -Agenda preparation -Reservations

This meeting gave us the opportunity to plan thoroughly the last stages of the project for this year.

4. Developing support documents that integrate telecommunication across the curriculum	Lise Gadoury Viviane Fréchette	Sept. to nov./90	-Review appropriate course of study -Brainstorming -Draft

In order to better meet the needs of teachers it was decided to produce teaching cards rather than a full teaching guide. The final document will consist of a series of instructional cards, in accordance with Appendix 1.

***Recommandation** : That the instructional cards be revised and published by a professional agency.*

Stages	Participants	Timeline	Ways and Means
5. In-service training of teachers	Lise Gadoury Viviane Fréchette Murielle Etches Raymonde Sweet	Sept./oct./ Nov./90 Half a day per month	-Consultation -Agenda preparation -Discussions -Exchanges

These meetings enabled us to solve technical problems, and to ensure pedagogical follow-up.

6. Presentation to trustees	Lise Gadoury	Oct. 26/90	-Meeting of Education Committee of the Board's french section

Trustees were informed about the last stages of the project for this year.

Stages	Participants	Timeline	Ways and Means
7. Evaluation of experiences to date before final report	North Bay Team	Oct. 30/90	-Discussion -Objective review -Recommendations

Writing the report gave us an overview of the project's first year, its successes, its failures and difficulties encountered.

8. Presentation of project to "APPUIE" conference participants	Lise Gadoury Viviane Fréchette	Nov. 9/90	-Sharing documents and experiences -Solicit participation of other Boards.

Following this workshop, four boards expressed a desire to be part of the project.

Stages	Participants	Timeline	Ways and means
9. Presentation of project and software to students of "Computers in the classroom, Part II" course (Laurentian)	Lise Gadoury Viviane Fréchette	Nov. 21 & 28/90	-Presentation -Documents -Software use -Team members' accounts

This university course was an excellent way of informing and training others.

10. Producing final report	North Bay Team	Dec. 7/90	-Review of the evaluation -Recommendations -Financial statement

This report attempts to satisfy this requirement.

11. Celebration to mark the end of Ontario-Québec project	Joint teams	Dec. 17/90	-Exchange of electronic messages -Synchronized symbolic gesture

Due to technical difficulties, this celebration has been deferred to February 1991.

TEACHERS' REPORT :

Training :

In addition to a two-day training session at Lanoraie this new and complex technology has required frequent interventions by the resource-person and the technician. Basic knowledge of computers and of word processing is, in our opinion, a definite advantage but not a prerequisite. Many hours were spent at the keyboard to develop our skills.

Integration :

As agreed at our meeting in Lanoraie, a number of objectives in the programs of Social Sciences and French were reached through the use of computer telecommunications. The integration programs of this technology was made easier by a mini-network of computers in each classroom. Thanks to these computers and a precise timetable, pupils were able to perform a number of learning activities on the computer. As well as being integrated into the curriculum, these activities form part of the quantitative and formative evaluation. In spite of the added corrections inherent in this type of project, the pupils learn to develop persistence and pride in work well done. This type of procedure requires us to be flexible, however, and promotes personal discipline in the students.

Communications :

The following is a list of texts sent by telecommunications. Examples of these texts can be found in **Appendices E, F, G.**

Project Awareness :

In view of the project's innovative nature, we took advantage of all opportunities to develop the awareness of regional and provincial communities. A number of methods were used to this end :

- Inauguration ceremonies
- Presentations to principals, trustees, members of APPUIE, parents
- Awareness sessions offered to computer liaison officers and to "Computers in the classroom, Part II" students
- Articles were written and will be published in educational journals, Entre nous and Vie pédagogique
- Newspaper articles **APPENDICES A, B, C, D.**
- Distribution of the project's Implementation Plan during presentations and training sessions.

These efforts have brought us a step closer to achieving our goals.

Recommendations :

1. That two-day training sessions be planned for new participants in the project;
2. That during these sessions, a block of time be reserved to the teaching dimension;
3. That the half-time project resource-person be in charge of technical training;
4. That the project coordinator be in charge of the teaching aspect;
5. That the first priority for the project technician be to make sure that equipment and communication software are running smoothly;

6. That the computer lab at école St-Raymond be modified in order to better meet the requirements of the project's second year. The host-school lab should include the following :

- one dedicated phone line;
- one modem;
- lecterns attached to the monitors;
- a t.v. monitor connected to the network.
- appropriate software

PRINCIPAL'S REPORT :

The commitment of all participants, and especially of the two teachers, Raymonde Sweet and Murielle Etches, ensured the success of the project's first year.

Awareness developed among parents and other members of my teaching staff assured me of the support and the encouragement needed in such a project.

In retrospect, I feel that such a project promoted personal growth in the pupils involved, increased the enthusiasm of teachers in charge and aroused within my staff, interest for this new technology. Therefore, it is with confidence and enthusiasm that école St-Raymond is committed to continuing the project in 1991.

Finally, participants in my school hope to continue benefitting from the help and support of the project coordinator, the resource-person and the technician.

Principal's Recommendations :

1. That the team responsible for the project continue to inform parents and teachers on its development.

2. That school principals take part in training sessions in order to develop their awareness of the project. Thus, they will be better able to inform parents and staff and offer more encouragement to participants.

TEACHERS' REPORT :

Training :

In addition to a two-day training session at Lanoraie this new and complex technology has required frequent interventions by the resource-person and the technician. Basic knowledge of computers and of word processing is, in our opinion, a definite advantage but not a prerequisite. Many hours were spent at the keyboard to develop our skills.

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Communications :

The following is a list of texts sent by telecommunications. Examples of these texts can be found in **Appendices E, F, G.**

LIST OF TEXTS

GRADE SIX

Texts sent

a) Personal profile

b) Easter wishes

c) Legends

d) Thank you letter

Texts received

a) Welcome message

b) Selfdescription

c) Information on Lanoraie

d) Responses to Easter messages

e) Riddles about the province of Quebec

GRADE FIVE

Texts sent

a) Selfdescriptions

b) Clues to crossword puzzles on the Lowlands of the St-Lawrence and of the Great Lakes

c) Information on Lanoraie

Texts received

a) Selfdescriptions

b) Answers to personal introductions

c) Information on Lanoraie

In addition, we communicated regularly with our Quebec counterparts in order to plan the educational exchanges. To add a personal touch to the telecommunications, pictures, school newspapers, souvenirs, maps, brochures and videotapes were sent back and forth by courrier in a special box. Drawings and programs in LOGO were also sent as an experiment.

Educational Field Trip :

To maintain interest and strengthen the ties created through telecommunications, our pupils benefited from a visit to Lanoraie. Their experiences during our stay in the St-Lawrence Lowlands helped enrich the Social Sciences and French curriculum.

Technical Dimension :

Among software used, **SHARENET** created problems. This program is not very practical, and adds another unnecessary step to communication. As beginners, we found that **IRIS** was rather complicated.

Human resources :

The invaluable support of our school principal throughout the project was greatly appreciated.

When technical problems arose, we could not have done without the expertise of Mme Viviane Fréchette et M. Denis Hamel.

Conclusion :

As we reach the end of Phase I of the "Projet Sans frontières", we can say that we have reached our original objectives. We would like to pursue this opportunity for learning, and for professional and cultural development.

We would also like to congratulate the team responsible for this project for their efforts and their enthusiasm, which led to its great success. Bravo! We hope that the project will continue in the near future, and will involve several francophone locations.

Raymonde Sweet et Murielle Etches
Project participants

Recommendations :

1 That an initial three-day training session be held for all participants, with one day devoted to curriculum.

2 That stated objectives be simple and clear to eliminate any ambiguity.

3 That a half-day a month of professional development be planned for teachers.

4 That the choice of software be reviewed.

PRODUCTION :

The creation of a set of instructional cards is at the developmental stage. With this initiative, we hope to meet the needs of teachers when integrating minicomputers and telecommunications with programs of study. The following list details topics of activities being developped. An example of the cards' format can be found in **APPENDIX H.**

INSTRUCTIONAL CARDS

(developmental stage)

1. **LEARNING TO KNOW ONESELF**

1.1	Self-description
1.2	Survey
1.3	Interview
1.4	Riddle
1.5	Letter

2. **SHARING ACTIVITIES**

2.1	Small talk	2.6	Charades
2.2	School newspaper	2.7	Poems
2.3	News	2.8	Tongue-twisters
2.4	Book corner	2.9	Adventure stories
2.5	Puzzle		

3. **ENVIRONMENTAL STUDY**

3.1	Research
3.2	Analysis
3.3	Survey
3.4	Comparison
3.5	Graphs

Recommendation :

That a professional agency be hired to review the instructional cards.

SUMMARY OF RECOMMENDATIONS

IMPLEMENTATION PLAN : *(p. 9-10)*

1. That the communication software used on ICONs be ITERM III, version 9.50.

2. That the instructional cards be revised and published by a professional agency.

PROJECT COORDONINATOR AND RESOURCE PERSON : *(p. 15)*

1. That two-day training sessions be planned for new participants in the project;

2. That during these sessions, a block of time be reserved to the teaching dimension;

3. That the half-time project resource-person be in charge of technical training;

4. That the project coordinator be in charge of the teaching aspect;

5. That the first priority for the project technician be to make sure that equipment and communication software are running smoothly;

6. That the computer lab at école St-Raymond be modified in order to better meet the requirements of the project's second year. The host-school lab should include the following :

   - one dedicated phone line;
   - one modem;
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   - a t.v. monitor connected to the network.
   - appropriate software

SUMMARY OF RECOMMENDATIONS (continued)

PRINCIPAL *: (p. 17)*

1. That the team responsible for the project continue to inform parents and teachers on its development.
2. That school principals take part in training sessions in order to develop their awareness of the project. Thus they will be better able to inform parents and staff and offer more encouragement to participants.

TEACHERS *: (p. 21)*

1. That an initial three-day training session be held for all participants, with one day devoted to curriculum.
2. That stated objectives be simple and clear to eliminate any ambiguity.
3. That a half-day a month of professional development be planned for teachers.
4. That the choice of software be reviewed.

RÉALISATIONS PÉDAGOGIQUES *: (p. 22)*

1. That a professional agency be hired to review the instructional cards.

FINANCIAL REPORT

PROJET SANS FRONTIERES

FINANCIAL REPORT DATED JANUARY 15TH 1991

REVENUES :

(Grant): 106 000,00 $

EXPENDITURES

	Budgetary provisions	Actual Cost	Balance
1. Resource personel	62 205,00 $	44 577,71 $	17 627,29 $
Teaching consultant Technician Secretary			
2. Interprovincial planning	4 500,00	7 711,26	3 211,26 -
3. Teacher-training			
Supply teaching	1 000,00	630,00	370,00
Professional fees	1 200,00	1 100,00	100,00
Travel expenses	2 000,00	3 057,91	1 057,91 -
4. Equipement	8 750,00	14 642,18	5 892,18 -
Interurbains	4 600,00	7 068,24	2 468,24 -
5. Evaluation and documentation	10 000,00	-----	10 000,00

FINANCIAL REPORT (Continued)

6.	Opening ceremonies and reception	1 650,00 $	1 223,07 $	426,93 $
7.	Cultural exchange	8 000,00	8 700,68	700,68 -
8.	Contingency	2 095,00	7 744,90	5 649,90 -
		106 000,00 $	96 455,95 $	9 544,05 $

Surplus of revenues over expenditures 9 544,05 $

Revenues brought foreward 9 544,05 $

- for evaluation and documentation

CONCLUSION

As presented in this report, a number of barriers were crossed during this first year. If the team was able to meet the challenge, it was thanks to the enthusiasm and the hard work of all participants. As Mr Réjean Payette said in his report to the Quebec Ministry of Education we owe our success in part to the sense of camaraderie which allowed us to bring the Canadian francophone community closer together, in spite of distances. Finally, let's continue to strengthen our bonds of friendship, and to exchange our expertise both in technology and pedagogy.

The team intends to pursue the project in 1991, provided financial support from the Ontario Ministry of Education is continued.

An Implementation Plan will be devised early in January, in collaboration with the four new school boards taking part in the project's second year.

Quebec, North Bay schools part of unique twinning

George Cleator
The Nugget

Imagine being able to transcend provincial and cultural borders with computer technology.

That's what students at Ecole St. Raymond are doing. With the help of computers, Grade 5 and 6 students are communicating with their peers at a school in Quebec.

And they love it.

"It's fun to communicate with my new friend," said Grade 5 student Roxanne Laforest, 11, who has been twinned with a student at the school. "I want to get to know her a lot better."

But it's also a learning exercise, says Danica Martin, 10.

"The students in Quebec are going to learn things about Northern Ontario, and we're going to learn things about Quebec," she said.

tor with the French section of the Nipissing separate school board, the project is believed to be the first of its kind in Canada.

"We're pioneers in the area of integrating computer technology with modern telecommunication technology," said Mrs. Gadoury.

And it's the kind of technology that will enable students to ultimately communicate with their peers in schools across the globe, said Simon Brisebois, superintendent of education with the French section.

"Its practical expression will enable a class to get in touch with a class in Vancouver and Belgium," he said. "They will be able carry out electronic visits with other cultures and countries, with no geographical barriers."

But for now, the project will go as far as Lanoraie, a town the size of Sturgeon Falls.

The Grade 5 and 6 students at St. Raymond are

They will be able to carry out electronic visits with other cultures and countries, with no geographical barriers

St. Raymond was selected by the French section of the Nipissing District Romen Catholic Separate School Board to pilot its Projet Sans Frontiers, or without barriers project.

The project has twinned a Grade 5 class and a Grade 6 class at St. Raymond with similar classes at La Source D'Autray, a French-language elementary school in the Quebec town of Lanoraie, north of Montreal.

On Friday, a delegation from Quebec was at St. Raymond to launch the project, which will be piloted for three years, at a cost of $106,000 a year.

Representatives from the Quebec education ministry, administrators of the Berthier Nod-Joli School Board, under whose jurisdiction La Source D'Autry falls, and representatives from the school travelled to North Bay to take part in the launch.

According to Lise Gadoury, pedagogical co-ordina-

currently in the process of preparing letters for transmission to Lanoraie.

Their classrooms have been outfitted with computers with modems hooked up to telephone lines.

All information sent across the telephone lines — either from Lanoraie or North Bay — will be received by ministry of education computers at relay stations in Montreal and Val d'Or. To receive the transmitted data, the schools will simply have to tap into these relay stations using special computer software.

"The relay stations are like post offices," said Mrs. Gadoury. "The information will be stored in these post offices until it is called up by our students or the students at La Source D'Autray."

But it's not an easy thing to do, says Charles Champagne, 10. "The computers are complicated. But I'm looking forward to learning how to use them.

Bud Berry, The Nugget

Ecole St. Raymond Grade 5 students Roxanne Laforest, 11, (left) and David Boyer, 10, sitting at computers, writing letters to their friends in Quebec. They are part of a pilot project using the computers to 'cross' the provincial border.

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Telecommunications link local students with Quebec

Dave Dale
Staff

A North Bay elementary school will be part of a $300,000 telecommunications pilot-project funded through the Ontario Ministry of Education.

Ecole Saint - Raymond has linked its grade 5 and 6 classes with a school in Lanoraie, Que., through telephone modems and computers.

"This will have broad provincial application" with the formation of "Ministry guidelines to exploit micro-computer telecommunications," said Simon Brisbois, superintendent of education for the Nipissing District Roman Catholic Separate School Board.

The Sans Frontieres Project (loosely translated as 'beyond frontiers') was developed by the French-language section of the board with the confidence gained by two previous projects.

"There were two projects joining our own schools" with telecommunications, said Brisbois. One was a five-school, grades 7 and 8 current events newspaper for students, and another two years ago which combined social studies and current events.

"It's a matter of pride having received the confidence of the Ministry to be at the forefront of micro-computer technology," he said.

One of the main objectives of Sans Frontieres is to enable students to develop attitudes and values, with regard to human brotherhood, which would extend beyond geographical, cultural, ethnic and political frontiers.

But increasing language skills and exploring new French computer programs are two elements considered priorities.

"Our vehicle is our language," said Lise Gadoury, the board's pedagogical coordinator, explaining that environmental studies of regional geography and cultural interests will make up the curriculum.

The spark that ignited the project was the result of communications between Ontario and Quebec that focused on a search for French teaching programs and software. Linguistics have proven to be a common problem, she said.

"We want to promote French here. Our students are not as fl ent as we want them to be becau of mixed (English and Frenc marriages and television," sa Gadoury, adding that very few the Quebec students are bilingu

Continued on page

COMMUNICATING – Jeffrey Gauvin, right, and Leigh Vaillancourt of Ecole Saint - Raymond work on a computer linked with a Quebec school in the Sans Frontieres proje funded by the Ontario Ministry of Education. (Dave Dale)

Local students linked with Quebec students

Continued from page 1

although they are learning English.

"They are not surrounded by it," she said.

Visits of the twin classes have been made to help the students get to know each other better.

Raymonde Sweet, teacher of the local grade 6 class, says the project will work on the language problems by writing, reading and communicating in French, but everything will be integrated using this vehicle.

"The parents are all gung-ho. Everyone's thinking of the future and are happy to have this opportunity to get computer literate," Sweet said.

She says the students are excited about going to Quebec and visiting their twins during a scheduled trip in June.

"To them this is a very exciting thing to maybe become friends for life," she said.

Sweet is looking forward to learning more about computers herself.

"We are becoming more at ease now . . . learning as we go along. We have a good team coaching us" with a total of 16 computers at the school, she said.

Teachers as well as students will be linked together in order to fully explore the potential sharing process that will take place during the three-year time frame.

Student Jeffrey Gauvin, recently from Welland, is expecting to learn a lot more about computers. He already has five years of experience with his father's compu at home.

Classmate Leigh Vaillancou says, "I'm improving my work computers and meeting n friends, and learning bett French."

Echange entre étudiants de 5e et 6e année

Un "pont" relie Lanoraie et North Bay

Savez-vous qu'un pont relie Lanoraie, au Québec, et North Bay, en Ontario? Un pont qui lie plus précisément l'école La Source D'Autray de Lanoraie et l'école Saint-Raymond, du district scolaire de Nipissing, en Ontario?

Ce pont a été construit par des jeunes. Garçons et filles de deux classes de 5e année et de deux autres de 6e année ont érigé ce pont, non pas avec des matériaux de construction traditionnels, du bois, du fer, du béton mais plutôt avec des idées, des mots... et surtout l'ordinateur. Deux classes de Lanoraie et autant de l'école Saint-Raymond ont été jumelées, en effet, ces derniers mois par la magie de l'informatique.

Par Alain Bellehumeur

Le projet porte le nom Sans Frontières. Il s'inscrit dans le plan des ministères de l'Éducation du Québec et de l'Ontario d'intégrer l'informatique aux programmes d'études à l'élémentaire.

Dans le concret, cette expérience vise le jumelage d'étudiantes et d'étudiants. Le cours d'études des sciences humaines et des sciences sociales se veut le prétexte de la télécommunication. Le cours de français se veut le véhicule.

Ces derniers mois, les jeunes ont pu échanger entre-eux par l'entremise d'un babillard électronique. Une sorte de pont interprovincial qui a également pu voir le jour grâce, en plus des deux ministères de l'Éducation concernés, à la Société informatique Grics.

Rencontre

Jeudi midi dernier, le projet a connu un dénouement fort particulier. 60 jeunes ontariens sont arrivés à Lanoraie. Pour rencontrer ceux et celles avec lesquels ils ont correspondu ces derniers temps. Les visiteurs ont offert un chandail-souvenir de l'activité aux participants de Lanoraie, aux professeurs responsables, au directeur de l'école, au directeur-général de la commission scolaire Berthier-Nord-Joli.

Une petite cérémonie toute simple. Comme le sont les enfants. Les jeunes de Lanoraie avaient même préparé les desserts de leurs correspondants!

Les élèves de North Bay qui fréquentent une école francophone ont pu visiter différents coins de Lanaudière pendant leur court séjour en sol québécois, notamment la ferme d'élevage de chevaux "Quater Horse" de M. Yvon Turcotte, de Lanoraie, et la pépinière provinciale de Berthier.

Plusieurs activités impliquant les participants, visiteurs et hôtes, ont aussi permis de nouer des liens encore plus solides. Jeux, activités pédagogiques, etc...

Le groupe de North Bay a repris l'autobus vendredi laissant derrière de nouveaux amis... mais rapportant à la maison une expérience sûrement inoubliable.

Rien de mieux que des enfants... pour bâtir des ponts, plus solides et surtout extrêmement plus durables que les vrais!

Deux jeunes, l'un de Lanoraie, l'autre de North Bay, en grande discussion...

La photo officielle de cet échange scolaire entre deux classes de Lanoraie et deux autres d'une école francophone de North Bay, l'école Saint-Raymond

Des élèves de North Bay et Lanoraie se lient d'amitié

par Michel Bonin

Le 7 juin dernier, c'était jour de fête pour les élèves de 5e et 6e année de l'école primaire La Source d'Autray de Lanoraie.

Et ils n'étaient pas les seuls à célébrer. Il y avait aussi les copains et copines venus d'Ontario. Une soixantaine eux aussi, c'est-à-dire les élèves des classes de 5e et 6e année de l'école francophone Saint-Raymond de North Bay.

Les deux groupes ne s'étaient jamais rencontrés mais chaque élève connaissait un ami de l'autre province

Photo Journal L'Action — Bélanger et Hétu

Parmi les élèves de North Bay et de Lanoraie célébrant leur retrouvailles figurent ici au centre, dans l'ordre habituel, Jean-[illegible]e Goulet, directeur de La Source d'Autray; Richard Castonguay, son homologue de l'école Saint-Raymond de North Bay et André Moreau, directeur général de la Commission scolaire Berthier Nord-Joli.

puisqu'il communiquait avec lui par voie informatique depuis six mois grâce à un projet mis sur pied par les ministères de l'Éducation du Québec et de l'Ontario.

Au Québec, c'est la Source d'Autray qui avait été choisie pour participer à ce projet parce que les élèves avaient déjà été initiés à l'informatique dans le cadre d'un autre projet-pilote du ministère de l'Éducation du Québec.

SANS FRONTIÈRE

Depuis 6 mois, le projet de télécommunication «Sans Frontière» a donc permis aux élèves de communiquer entre eux par voie informatique à l'intérieur de leurs cours de sciences sociales, sciences humaines et français. Le clavier et l'écran leur ont permis de se découvrir mutuellement, de mieux se connaître, d'apprendre ensemble et de participer à un échange culturel assurément profitable.

On comprend donc que tous étaient impatients de pouvoir enfin se serrer la pince.

Et c'est le 7 juin dernier que les élèves de North Bay débarquaient enfin à Lanoraie. Durant deux jours, ensemble, ils ont partagé repas communautaires, visites guidées, activités sportives, jeux et échanges de souvenirs. Une façon de célébrer une amitié sans frontière née sur écran.

Les basses terres.

** Réponses **

Par: Richard, Lise, Roxanne et Joanne.
Pour: Alain, Deena , Sophie B. et Lucas.

A B C D E F G H I J K L M
1 L E V I S H U L L
2 A O B
3 N T O R O N T O E
4 O E T L
5 R J O L I E T T E L
6 A A E
7 I W Y
8 E A I
9 P L
10 E L
11 T R O I S R I V I E R E S
12 T
13 H A M I L T O N

Msg #: 172
De: MURIELLE ETCHES
A: PIERRETTE TREMBLAY
Sujet: LUCAS

Envoyé: 06-05-90 19:43
Reçu: -Non-

Indices pour Les basses terres pour Alain, Deena et Sophie B.

Horizontalement.

(A-1) Une ville dont le nom ressemble à Elvis.

(G-1) Une ville à coté d'Ottawa.

(C-3) La ville où on vient de construire le SkyDome.

(C-5) Qui est prés de Lanoraie.

(A-13) Port sur le Saint -Laurent.

(F-13) Résidence de l'équipe des Tiger Cats.

Verticalement

(F-9) Sur la route 43 prés de Smithfalls.

(A-1) Sans Frontiéres.

(E-1) Port sur la rive sud du Saint-Laurent.

(I-3) Capitale fédérale.

(L-2) Jolie ville du sud de l'Ontario.

Par: Richard, Lise, Roxanne et Joanne.

90/02/26

Chére Catherine,

Je suis ta correspondante pour le projet "Sans Frontiéres" et je me nomme Danica Martin. J'ai dix ans et demie et je suis née le 24 juillet 1979. Je fréquente l'école St-Raymond depuis trois ans et demie. Je suis dans la cinquiéme année de Mme Etches. Voici ma description physique. J'ai de longs cheveux blonds, mes mes yeux sont bleus et je pése environ 30 kg.

J'ai deux soeurs. Andréa a sept ans et Tania en a deux. Mon pére enseigne en quatriéme année á l'école Ste-Anne. Ma mére est enseignante-suppléante. Ma meilleur amie se nomme Jocelyne Lahaie.Elle est dans ma classe.

Comme passe-temps, j'aime beaucoup, beaucoup lire et je joue le piano. Le meilleur livre que j'ai lu jusqu'á date est:"La guerre de Rébecca." Si c'est possible, lis-le.

Mes chanteurs favoris sont:"Rock voisine","New Kids On The Block","Patricia Kaas", et "Johanne Blouin". Et toi les aimes-tu?

La semaine du 13 février c'est le carnaval et la semaine franéaise chez nous.

Le projet "Sans Frontiére" me facsine. Je suis contente d'etre ta correspondante.

A la prochaine,
de Danica Martin.

APPENDIX H

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